EDWARDS ELEMENTARY

2411 West Boulevard
Chesterfield, SC 29709

Grades	PK-5 Elementary School	
Enrollment	565 Students	
Principal	Kim B. Gaskins	843-623-2351
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad L. Vick	(843)623-6768

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Average**	**Average**
2010	Average	Average
2009	Good	Average
2008	Average	At-Risk
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	34	60	1	0

* Ratings are calculated with data available by 11/09/2011.

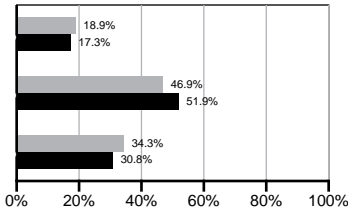**Palmetto Assessment of State Standards (PASS)**

English/Language Arts
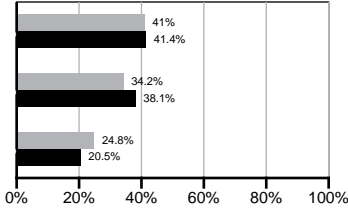
	Our school	Elementary schools with Students Like Ours
Exemplary	41%	41.4%
Met	34.2%	38.1%
Not Met	24.8%	20.5%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	36.5%	37.9%
Met	34.6%	38.3%
Not Met	28.9%	23.8%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	18.9%	17.3%
Met	46.9%	51.9%
Not Met	34.3%	30.8%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	26.1%	30.1%
Met	44.4%	46.5%
Not Met	29.4%	23.3%
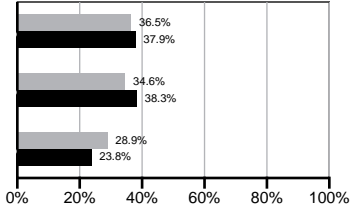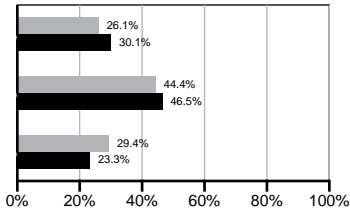
Writing

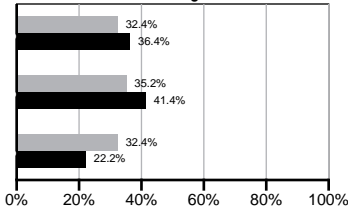|	Our school	Elementary schools with Students Like Ours
Exemplary	32.4%	36.4%
Met	35.2%	41.4%
Not Met	32.4%	22.2%

☐ Our school   ■ Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=565)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 0.8%	1.3%	1.1%
Attendance rate	95.8%	Up from 95.5%	96.1%	96.2%
Served by gifted and talented program	11.2%	Down from 16.2%	14.4%	13.4%
With disabilities other than speech	3.2%	Down from 4.4%	4.9%	4.1%
Older than usual for grade	0.0%	No Change	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	78.8%	Down from 84.4%	61.4%	62.5%
Continuing contract teachers	90.9%	Down from 93.8%	90.1%	88.2%
Teachers returning from previous year	87.5%	Down from 91.8%	88.4%	87.8%
Teacher attendance rate	94.9%	Down from 95.3%	95.2%	95.2%
Average teacher salary*	$48,206	Up 1.2%	$46,531	$46,773
Professional development days/teacher	7.7 days	Down from 9.9 days	10.3 days	10.5 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 18.7 to 1	20.1 to 1	19.9 to 1
Prime instructional time	89.5%	Up from 89.2%	90.4%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	$6,121	Up 1.1%	$7,153	$7,447
Percent of expenditures for instruction**	69.6%	Down from 70.3%	68.0%	68.4%
Percent of expenditures for teacher salaries**	67.3%	Down from 67.4%	65.4%	65.8%

*   Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

The mission of Edwards Elementary is to prepare students to become responsible individuals by creating a positive environment where dedicated staff, parents, and community members work together to provide opportunities for success and creativity through academics and the arts.

Our staff continued to grow professionally throughout the school year with the help of literacy, reading, and math workshops. RTI teachers have continued to contribute to the growth of the Doninie Reading levels of our primary students. A new academic program entitled, The Kindergarten Connection, has helped to bridge the gap and better prepare students for first grade. This program continued through the summer to address social development and academic weaknesses.

Our school continues to be one of the most technologically advanced elementary schools in the district. All classrooms are equipped with computer, printer, Promethean boards, LCD projector, ACTIV votes, and wands. With the use of our V-brick, we can telecast our news show into each classroom throughout the school.

The growth rating and AYP on the annual report card remained unchanged. Edwards exceeded the state average for students scoring Exemplary in math, science, and social studies.

Edwards Elementary was also very proud to have a national winner in the National Career Development Association Poetry and Poster Contest.

Edwards continues to stress the importance of community services by holding fundraisers for Pennies For Patients, Relay For Life, Paws & Claws, Connie Maxwell Home, St. Jude Hospital, and care packages for soldiers.

We thank every parent and community member for your continued support of our school.

Kim Gaskins, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	95	59
Percent satisfied with learning environment	96.7%	87.2%	83.1%
Percent satisfied with social and physical environment	100.0%	83.7%	89.7%
Percent satisfied with school-home relations	93.3%	91.2%	79.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress | NO

This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	277	100	24.8	34.2	41	83.5	79.1	82.4	Yes	Yes
Gender										
Male	139	100	29	33.6	37.4	81.7	74.8	78.7	N/A	N/A
Female	138	100	20.7	34.8	44.4	85.2	83.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	161	100	16.2	31.2	52.6	90.3	85.9	88.9	Yes	Yes
African American	115	100	36.9	38.7	24.3	73.9	69.7	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	26	100	66.7	29.2	4.2	45.8	43.3	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78.1	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	199	100	31.2	38.1	30.7	78.3	74.6	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	277	100	28.9	34.6	36.5	83.8	79.8	81.9	Yes	Yes
Gender										
Male	139	100	29	35.1	35.9	83.2	76.6	79.9	N/A	N/A
Female	138	100	28.9	34.1	37	84.4	83.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	161	100	18.8	34.4	46.8	90.9	87.1	88.9	Yes	Yes
African American	115	100	43.2	35.1	21.6	73.9	69.4	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	79.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	26	100	N/AV	N/AV	N/AV	45.8	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	83.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	199	100	36.5	36	27.5	78.3	75.3	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	184	100	34.3	46.9	18.9	65.7	60.6	68.6
Gender								
Male	89	100	34.9	44.6	20.5	65.1	61.2	68.3
Female	95	100	33.7	48.9	17.4	66.3	60.1	68.9
Racial/Ethnic Group								
White	110	100	24	50	26	76	73.9	80.7
African American	73	100	50	41.4	8.6	50	43	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	54.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	26.7	32.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	57.7	60.7
Socio-Economic Status								
Subsidized meals	130	100	42.1	47.1	10.7	57.9	53.2	57.3
Social Studies								
All Students	185	100	29.4	44.4	26.1	70.6	64.8	72.5
Gender								
Male	92	100	28.1	43.8	28.1	71.9	64.3	72
Female	93	100	30.8	45.1	24.2	69.2	65.3	73.1
Racial/Ethnic Group								
White	105	100	19.6	46.1	34.3	80.4	72.7	81
African American	80	100	42.3	42.3	15.4	57.7	54	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	61.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	17	100	56.3	37.5	6.3	43.8	37.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	63.2	69.7
Socio-Economic Status								
Subsidized meals	133	100	36.4	45	18.6	63.6	58.5	62.9

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	108	100	32.4	35.2	32.4	67.6	67	73.2	95.8	95.6
Gender										
Male	50	100	34	38.3	27.7	66	61.3	67.2	95.8	95.6
Female	58	100	31	32.8	36.2	69	72.7	79.4	95.7	95.6
Racial/Ethnic Group										
White	58	100	26.8	37.5	35.7	73.2	76.4	81.5	95.4	95.1
African American	49	100	39.6	33.3	27.1	60.4	54.3	61.3	96.4	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	97.8	98.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.5	66.7	98.5	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	93.3	93.5
Disability Status										
Disabled	11	100	81.8	9.1	9.1	18.2	18.4	26	95.7	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	57.1	65.7	97.8	97
Socio-Economic Status										
Subsidized meals	82	100	39.2	36.7	24.1	60.8	60.4	63.2	95.3	95.3

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	93	100	36.4	27.3	36.4	63.6
	4	105	100	27.7	34.7	37.6	72.3
	5	80	100	18.2	37.7	44.2	81.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	77	100	26.4	13.9	59.7	73.6
	4	92	100	29.2	36	34.8	70.8
	5	108	100	20	46.7	33.3	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	93	100	43.2	29.5	27.3	56.8
	4	105	100	31.7	32.7	35.6	68.3
	5	80	100	18.2	42.9	39	81.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	77	100	27.8	20.8	51.4	72.2
	4	92	100	28.1	47.2	24.7	71.9
	5	108	100	30.5	33.3	36.2	69.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	47	100	60	22.2	17.8	40
	4	105	100	30.7	49.5	19.8	69.3
	5	41	100	23.1	46.2	30.8	76.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	38	100	34.3	34.3	31.4	65.7
	4	92	100	36	49.4	14.6	64
	5	54	100	31.4	51	17.6	68.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	46	100	41.9	23.3	34.9	58.1
	4	105	100	23.8	50.5	25.7	76.2
	5	39	100	26.3	50	23.7	73.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	39	100	18.9	37.8	43.2	81.1
	4	92	100	32.6	43.8	23.6	67.4
	5	54	100	31.5	50	18.5	68.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	92	98.9	36.8	32.2	31	63.2
	4	106	100	29.4	36.3	34.3	70.6
	5	79	100	24.7	39	36.4	75.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	108	100	32.4	35.2	32.4	67.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample